DOCUMENT RESUME

ED 063 605 CS 000 036

AUTHOR Carroll, Hazel Horn
TITLE How Can Educational Television Be Used Effectively in Improving Reading?
PUB DATE May 72
NOTE 8p.; Paper presented at Annual Convention of International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Educational Television; *Language Arts; *Reading Instruction; *Teaching Techniques

ABSTRACT

Having screened preview films and tapes and teacher manuals for educational television series available for his students' viewing, the teacher can identify the kinds of reading skills typically emphasized in each, perhaps charting them for ready reference. Subsequently, the preparation the teacher gives students before they view the programs and the activities into which he leads them after the viewing can deepen both enjoyment and learning; but the teacher must be flexible enough to capitalize upon potentially fruitful though unexpected turns in class activity. Such projects as creative dramatization, newspaper analysis, puppetry, and poetry composition have engaged the interest and talents of elementary school children whose class work has been planned in conjunction with educational television programs. (Sources of 8 program series are cited and a chart of reading skills they emphasize is provided.) (RD)

ED 063605

Hazel Horn Carroll
Southern Methodist University
Box 162, S. M. U.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HOW CAN EDUCATIONAL TELEVISION BE USED EFFECTIVELY IN IMPROVING READING?

"How TV Can Be Used to Improve the Reading of Children."

Television can be one of the most effective tools a teacher can use in the classroom to help pupils improve their reading. But, like any other tool, it must be used skillfully to do its best job. Familiarity with the tool and specific plans for its use will develop the user's skill.

CS 000 036

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Hazel H. Carroll
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Hazel Horn Carroll, 2
Southern Methodist University
Box 162, S. M. U.

Plans for Effective Use of Television

A listing of reading skills to be improved and of television programs to be used in doing so will make it much easier to use television as a teacher's partner in helping children. A chart for this listing is a quick and ready reference. Such a chart might look something like this:

Reading Skills To Be Improved

Name of Program Series	Word Recognition	Rate	Vocabulary	Main Idea	Comparisons	Fact-Opinion	Categorizing	Sequence	Visualization	Creative	Inference	Predict Outcome	Author's Competence
*Sounds to Say	V		V				V						
Say It With Celia	V		V				V						
Secondary Developmental Reading	V	V	V	V		V		V	V		V		V
Bill Martin			V	V	V	V			V	V	V	V	V
Cover to Cover			V	V					V	V	V	V	V
Potpurri	V	V	V				V	V	V				
Croakenhopper	V		V	V	V		V	V	V	V			
A Matter of Fiction	V		V	V					V	V	V	V	

*See Page 8

While all the programs listed might teach all the skills listed and more, the chart is suggestive of those emphasized and reinforced. Clips and previews and teacher manuals will give an idea of the way a series is organized to reach its objectives. Preview tapes and films are available for most series.

Program Readiness and Follow-Up

The way a teacher prepares her pupils for a program and the activities which she leads the pupils to do afterward deepen learning and enjoyment. Examples of such usage illustrate how some master teachers have capitalized on the motivation which programs have furnished. This interest was used as a springboard for further helpful and pleasant activities.

Pupils Become Puppet Teachers of Sounds

In one classroom, the pupils were delighted with the puppet, Celia, in the program series Say It With Celia (1). Celia was a great help to the TV teacher and always knew the sounds she was teaching. With the guidance of the classroom teacher, the class divided into groups and each group made a puppet. After viewing a program in the series, the pupils would go to their groups and take turns at being the puppet teacher. Hiding behind the mask of the puppet, the children would be freed of their self-consciousness. They would identify with Celia and want to be as helpful as Celia was. Much reinforcement and fun was the result of this activity.

Hazel Horn Carroll, 4
Southern Methodist University

Pupils Draw Inferences

A junior high school class liked to view the program series A Matter of Fiction (2). This literature series stirs the interest of the viewers by commentary, film segments and illustrations of current books. Parts of plots are shown but the endings are not divulged.

This reporter visited the class when it had seen part of Across Five Aprils (3). The classroom teacher sensed the interested and puzzled attitudes of the class during the discussion after the program. One pupil said that it would be necessary to be "inside the people" to know why they did certain things. Some members wondered especially why the deserter from the army came to the edge of the forest close to his home but did not go home.

The teacher let the pupils think further about this when she asked the students to write what they thought caused the deserter's action. She urged them to consider any clues the author may have given.

She had planned to have the students predict the outcome of the story but changed her plan when the curiosity manifested during the discussion.

Use of Newspaper As Follow-Up Activity

An upper elementary class regularly viewed the program series Potpurri (4) which, as the name suggests, gives experience in using many reading skills. When this class was visited, a segment giving practice in distinguishing fact from opinion was viewed. The teacher

wisely used the program to launch a project using newspapers. She had secured a paper for each student. At the conclusion of the program, these were given to the students with instructions to look for sentences giving facts and opinions. They busily searched the papers with this in mind.

The students used the papers at other times to list articles mentioned by categories after programs in this same series had included categoring.

A teacher in a secondary school nearby where the series Secondary Developmental Reading (5) was being received heard of this newspaper project. She launched a similar follow-up project when content of the programs in this series motivated the students to search for propaganda that might be in the newspapers.

Creative Dramatics

Cover to Cover (6) is a series designed for fifth and sixth grades and is similar in format to A Matter of Fiction mentioned earlier. Scenes from the plot are shown and discussed but the endings are never divulged. This fact makes the programs ideally suited for creative dramatics because various possible endings can be informally dramatized.

One fifth grade teacher does this by dividing her class into groups with a pupil director appointed for each group. Together the group decides on the possible ending to be dramatized. The characters are chosen and the scene rehearsed informally in the group before it

reports to the class with its informal dramatization.

Creative Writing

A second grade class regularly views the program Croakenhopper (7). One of the programs uses descriptive words and phrases about nature. Several examples of beautiful Japanese poetry, Haiku, are read. After the program, the pupils were encouraged to write samples of their own. One of the poems was chosen by the class to put up in the "Creative Corner," an interesting classroom exhibit. It went like this:

Frogs jumping off pad
In cool water; hopping low
Hopping all day long.

The Bill Martin (8) series for intermediate grades is built around the theory that children love language and respond to its beauty. He explores our language and in program two, "Ours is a Word-Order Language," there is a poem called "Comparisons" (9).

A class which regularly viewed the program had been preparing for celebration of Citizenship Day the week they saw program two of the series. The poem mentioned above and their Citizenship Day planning worked together and resulted in their creating the following poem for their celebration:

This Is Our Flag

As red as a Red Coat,
As blue as a sky,

As white as a sailboat,
  As sweet as a pie

As gold as a medal,
  As bright as a star,
As soft as a petal,
  As brave as a war

As mild as a prairie,
  As proud as a child,
As tart as a berry,
  As free as the wild

As grand as a steeple,
  As strong as a stag,
As mixed as our people
  I salute you flag!

Conclusion

Educational television teaches and reinforces many reading skills and is an aide to the teacher in emphasizing them. Television is a help in motivating pupils to read, write and engage in many worthwile activities.

References

1. Instructional Television Center. Say It With Celia: The School Board of Broward County, Florida

2. National Instructional Television Center. A Matter of Fiction: National Instructional Television, Bloomington, Indiana

3. Hunt, Irene. Across Five Aprils. Follett Publishing Company, Chicago, Illinois

4. Instructional Television Center. Potpurri: The School Board of Broward County, Florida

5. National Instructional Television Center. Secondary Developmental Reading: National Instructional Television, Bloomington, Indiana

6. National Instructional Television Center. Cover to Cover: National Instructional Television, Bloomington, Indiana

7. Instructional Television Center. Croakenhopper: The School Board of Broward County, Florida

8. Great Plains National Instructional Library. Bill Martin: Lincoln, Nebraska

9. Anonymous. Comparisons

Reference In Chart Only

Great Plains National Instructional Library. Sounds to Say: National Instructional Television, Bloomington, Indiana